

Bowen Elementary School

Over the past month, Chancellor Rhee, Deputy Mayor Reinoso, and their staff have listened to the questions and concerns shared by the community regarding the proposed reorganization plan. The questions and concerns of the Bowen community have been taken seriously, and below are detailed responses to the issues raised.

Why this school?

Both Bowen and Amidon met the primary criteria for closing described below. Consolidating the two educational programs will allow the new school to implement a comprehensive staffing model. Both schools have significant green space, but Amidon's proximity to Jefferson facilitates the collaboration between the two schools as a High Tech cluster. Amidon also has a partnership with an early childhood education program that feeds into the DCPS program. The consolidation of Amidon and Bowen was planned in the 2006 Master Facilities Plan.

What data were used to make this recommendation?

The primary analysis focused on enrollment data at all schools – schools that had both a consistently declining enrollment greater than most other schools and an overall enrollment that was lower than most other schools were identified for closure or consolidation. A second level of analysis was then applied to those schools that considered student growth projections, isolation and geographic factors, walkability issues, characteristics of likely receiving schools, and overall impact to the neighborhood, surrounding school cluster, and DCPS system as a whole.

Because both Amidon and Bowen met the primary criteria, the schools were considered together. Closing both schools was not a viable option as it would leave the southwest community without an elementary school. Walkability may be an issue for some Bowen students, but the proximity of Amidon to Jefferson and the early childhood partnership enable Amidon to provide a stronger program option for students of a consolidated school.

What other options have been considered?

Consolidation of the two schools is necessary, and both school facilities were considered.

What will happen to existing successful programs?

Over the years, many schools have developed unique components of their program that have made the school a positive learning environment. The Chancellor and her team will work hard to preserve these program elements and strive to build upon them in the new school environments. Schools have also spent time and effort to cultivate community partnerships that have produced a

variety of educational benefits to students. We want to maintain these relationships and find ways in which we can continue these partnerships.

How will this plan improve the learning environment?

By focusing more resources on fewer schools, we will be better able to support academic achievement. This plan will allow schools to receive the staff and resources they need to better serve students. Added resources will allow schools to hire full-time art, music, and physical education teachers. Schools will also be able to hire the appropriate clinicians and practitioners, like social workers and psychologists, to serve and support students and their families. Finally, the partnership opportunities available at Amidon for parents seeking pre-school and pre-kindergarten programs, as well as a strong linkage with the improving middle school program at Jefferson, will provide solid benefits to Amidon-Bowen students.

What will happen to special education programs in my school?

We are committed to ensuring that students with special needs are effectively served in a new environment. In all cases we will work with families of students with special needs to ensure that all IEP requirements are met and that children and their caregivers are comfortable with their new placement.

How will the new High Tech program be implemented and what will it look like?

Implementation strategies for the High Tech program will have to be developed at the school level and with parent input. Once a final program decision is made, a team of stakeholders, including central office staff, school level staff, and parents will consider options and develop a timeline for moving forward. Implementation of the program will include a clear timeline for phasing in the program, professional development for staff, and appropriate resources for students and classrooms.

Will schools with new programs still be neighborhood schools?

Yes. While Amidon-Bowen will serve neighborhood students and draw students from across the city, it will continue to be the school of right or neighborhood school for the corresponding neighborhoods.

Will DCPS central offices move to save money?

In an effort to utilize our resources efficiently and effectively, we are exploring ways in which we can save money without affecting the quality of education provided to students. This definitely includes the possibility of moving the central administration offices.

What will happen to teachers and staff?

With the normal annual attrition we expect to make these decisions related to the reorganization plan without significant staffing decreases. Once a final decision has been made as to which schools are closing, the Chancellor can begin to make

staffing decisions. In cases where strong teams have demonstrated good results, we will work to keep that team together. In addition, staff will have the opportunity to consider new placements or new roles of interest to them within DCPS, according to the transfer rights of their respective contracts. We will ensure all staff are notified of changes before the end of the school year.

What facility improvements will be made to the receiving schools before the start of school?

The Office of Public Education Facilities Modernization is conducting assessments of all receiving schools, including Amidon, to identify priority improvements before the 2008-09 school year.

Amidon is receiving a new playground as part of its partnership with the Appletree early childhood program.

Is the receiving school ready for more students?

Amidon can accommodate 438 students and currently serves 209 PK-5 students; Ward 6 elementary schools will serve PK-5 next year, with all sixth graders being served by middle schools. There is space to accommodate the 187 PK-5 students currently at Bowen.

What will happen to class size at receiving schools?

All schools are expected to adhere to the policies set forth in the Washington Teachers Union contract with DCPS. The contract outlines the policies related to the working conditions of teachers that stipulate the acceptable class size. A copy of the contract can be found on the DCPS website at www.k12.dc.us.

What will happen to the building after it is vacated?

We intend to use buildings for the benefit of our city, supporting educational needs first. For example, a school property could be used to house an early childhood or adult education program, a student and family health center, or another city agency. Should any building have an interim period during which it is not in use, we fully intend to take the reasonable steps to secure and protect city properties. The Mayor has no plans to sell the property or allow it to fall into disrepair or unmonitored use.

How will closing the building save money? How much money will be saved?

When we operate a school building, regardless of how many students there are in that school, we pay certain "fixed costs," such as utilities and the cost of a principal. By keeping open two buildings that are under-enrolled we are spending that money in both of those buildings, when the students could all be accommodated in one. That means less money to go towards teachers and programming. In the case of Bowen, our annual fixed costs are \$711,000.

How will this affect the feeder patterns in my community?

As part of this reorganization, we intend to implement the proposal in the Master Education Plan that calls for building feeder patterns around elementary schools. Moving forward, all students who attend a particular elementary school – whether they are in boundary or out of boundary – will be assigned to the same middle and high schools by virtue of having attended that elementary school. Families will continue to have the opportunity to apply to out-of-boundary schools. In the case of Amidon-Bowen, Jefferson will be the middle school of right.

How will this affect the school boundaries in my community?

For the 2008-09 school year we will institute an interim boundary policy. Students attending a school proposed for closure (whether the student is currently in-boundary or out-of-boundary) will be assigned one or more schools of right nearby. These students will also have preference in the out-of-boundary (OOB) lottery for the 2008-09 school year. Students will be expected to pre-register in the spring to reserve a spot at their new school, when relevant.

The chart below explains what the interim 2008-09 policy will be for students currently attending Bowen and for students currently living in its boundary but not attending the school.

IN BOUNDARY AND CURRENTLY ATTENDING	IN BOUNDARY AND NOT CURRENTLY ATTENDING	OUT OF BOUNDARY AND CURRENTLY ATTENDING
<ul style="list-style-type: none"> • Guaranteed spot at Amidon • Preference in OOB lottery 	<ul style="list-style-type: none"> • Guaranteed spot at Amidon 	<ul style="list-style-type: none"> • Guaranteed spot at Amidon • Preference in OOB lottery • Guaranteed spot at current neighborhood school

New elementary school boundaries will be developed across the city and will go into effect for the 2009-10 school year. When the new boundaries go into effect in 2009, all students attending a school – whether from in or out of boundary – may continue to attend that school for as long as they wish.

Why are higher performing schools slated for closure over lower performing schools?

The school reorganization plan was developed as a comprehensive plan that considers the needs and impact of not only the local school, but schools within the surrounding cluster, feeder pattern, and system as a whole. Thus, program performance was not by itself a factor for determining the best use of a school facility. Where there are successful programs or partnerships that support strong academic performance, the Chancellor will seek to maintain that high

performance by moving the stronger program and resources to a receiving school, thereby benefiting a greater number of students.

How will DCPS address the issue of turf wars when you put different communities into one school?

Both Amidon and Bowen serve primarily the students of the southwest/ waterfront area. DCPS will work to ensure that the receiving school community, including the students, staff, and parents, are integrated effectively and that the communities have opportunities to meet with and engage each other. Planning for the consolidation will begin immediately.

This plan changes the traffic and walking patterns for my family - we will now have to cross very busy intersections and this poses a major safety concern. How will DCPS address this safety issue?

Some students who currently attend Bowen will have to cross the busy M Street corridor. We are currently working with the Department of Transportation (DDOT) to determine whether adjustments can be made to existing bus routes to accommodate those students. Additionally, we will work closely with the DDOT to ensure that busy streets (such as M Street) and intersections have the appropriate speed controls and school crossing guards.

Were walkability and traffic studies conducted?

Walkability and traffic issues, including street and geographic boundaries that created isolation problems for some schools, were considered thoroughly. Every effort was made to ensure that walkability for neighborhood elementary schools was maintained with this proposal.

Will transportation be provided for students from the schools that will be closed?

At this time, we are not considering transportation for students from Bowen, though we are exploring adjusting existing Metrobus routes to better serve students farther south and west. For the majority of students, however, we believe that sufficient walkability has been preserved.

Will there be another round of school closings?

We have no plans at this time to conduct another round of school closings. As part of ongoing educational planning, however, the administration will continually analyze the organization of the school system and the usage of facility resources to ensure that we are making the best educational opportunities available to all District students.

Will the students affected by these closing be exempt from future closings?

Every effort is being made to ensure that students experience as little disruption as possible, including minimizing the number of school moves that a child experiences as he or she matriculates through the system.

Why wasn't the community consulted earlier in this process?

Both the Master Education Plan and the Master Facilities Plan, developed through extensive community engagement, recommended and planned for school closures and consolidations. The Chancellor's plan builds upon those earlier recommendations, utilizing up-to-date analysis and data, as well as months of engagement with parents, community members, and other stakeholders to identify the needs of the school system and the best path for moving forward. It is important to reiterate that this is a proposed plan. Before any final decision is made by the Chancellor or Mayor, the proposed plan will have been vetted through three rounds of facilitated community meetings held in December and January and a series of special community meetings on January 17. This process was developed with the intention of providing an opportunity for the community to weigh in on the proposed plan and to raise any concerns or issues that may have been overlooked.

How will DCPS involve parents and the community moving forward?

We believe it is extremely important to have consistent dialogue with the community as an ongoing practice, but particularly as we move forward with this process. The input that parents and the community have shared during these community meetings, including input that will be shared at the special community meetings to be held on January 17, will inform a final plan to be recommended by the Chancellor to the Mayor by the end of January. The final plan will be posted on the DCPS and DC.GOV websites and available at all schools.

Gibbs Elementary School

Over the past month, Chancellor Rhee, Deputy Mayor Reinoso, and their staff have listened to the questions and concerns shared by the community regarding the proposed reorganization plan. The questions and concerns of the Gibbs community have been taken seriously, and below are detailed responses to the issues raised.

Why this school?

Although the Gibbs enrollment is just above the threshold for meeting the primary criterion of low enrollment described below, it has experienced a substantial five-year enrollment decline and has two additional elementary schools within a half mile. Students will benefit from the comprehensive staffing model that will be implemented at Miner, a new building, and Browne-Young. Walkability is preserved as Miner is little more than one-quarter mile from Gibbs and Young is less than one-half mile from Gibbs.

What data were used to make this recommendation?

The primary analysis focused on enrollment data at all schools – schools that had both a consistently declining enrollment greater than most other schools and an overall enrollment that was lower than most other schools were identified for closure or consolidation. A second level of analysis was then applied to those schools that considered student growth projections, isolation and geographic factors, walkability issues, characteristics of likely receiving schools, and overall impact to the neighborhood, surrounding school cluster, and DCPS system as a whole.

With respect to Gibbs, the steep decline in enrollment indicated that parents were seeking another option for elementary school. Both Miner and Browne-Young will be able to offer better opportunities to students in the Gibbs area, without creating significant walkability issues.

What other options have been considered?

The location of Gibbs, between Miner and Young, and near Maury, enabled analysis of a cluster of elementary schools together. All but Miner have experienced significant enrollment decline, but after weighing all the factors, we determined that closing Gibbs would have the least negative impact on students and enable DCPS to provide better, more comprehensive programming to more neighborhood students overall.

What will happen to existing successful programs?

Over the years, many schools have developed unique components of their program that have made the school a positive learning environment. The Chancellor and her team will work hard to preserve these program elements and strive to build upon them in the new school environments. Schools have also

spent time and effort to cultivate community partnerships that have produced a variety of educational benefits to students. We want to maintain these relationships and find ways in which we can continue these partnerships.

How will this plan improve the learning environment?

By focusing more resources on fewer schools, we will be better able to support academic achievement. This plan will allow schools to receive the staff and resources they need to better serve students. For example, Gibbs currently has no funding available for art, music, or physical education teachers, and only has funding for a part-time librarian. Added resources will allow schools to hire full-time art, music, and physical education teachers. Schools will also be able to hire the appropriate clinicians and practitioners, like social workers and psychologists, to serve and support students and their families.

What will happen to special education programs in my school?

We are committed to ensuring that students with special needs are effectively served in a new environment. In all cases we will work with families of students with special needs to ensure that all IEP requirements are met and that children and their caregivers are comfortable with their new placement.

How does the restructuring process affect the school closure and reorganization proposal?

The NCLB restructuring process does not affect the school closure proposal. Twenty-seven DCPS schools, including Miner, were identified under NCLB as in need of restructuring. Those schools in restructuring are currently in the quality review process to determine what fundamental programmatic changes need to be made to ensure high quality instruction and results. Restructuring schools are going to receive aggressive and targeted interventions designed to have an immediate affect on student achievement and school environment.

How will the new programs be implemented and what will they look like?

Acknowledging the different needs of each school, Miner and Young, implementation strategies for new programs will have to be developed at the school level and with parent input. Once a final program decision is made, a team of stakeholders, including central office staff, school level staff, and parents will consider options and develop a timeline for moving forward. Implementation of a program will include a clear timeline for phasing in the program, professional development for staff, and appropriate resources for students and classrooms.

Will schools with new programs still be neighborhood schools?

Yes. While some new programs will serve both neighborhood students and draw students from across the city, receiving schools will continue to be the school of right or neighborhood school for the corresponding neighborhoods.

Will DCPS central offices move to save money?

In an effort to utilize our resources efficiently and effectively, we are exploring ways in which we can save money without affecting the quality of education provided to students. This definitely includes the possibility of moving the central administration offices.

What will happen to teachers and staff?

With the normal annual attrition we expect to make these decisions related to the reorganization plan without significant staffing decreases. Once a final decision has been made as to which schools are closing, the Chancellor can begin to make staffing decisions. In cases where strong teams have demonstrated good results, we will work to keep that team together. In addition, staff will have the opportunity to consider new placements or new roles of interest to them within DCPS, according to the transfer rights of their respective contracts. We will ensure all staff are notified of changes before the end of the school year.

What facility improvements will be made to the receiving schools before the start of school?

The Office of Public Education Facilities Modernization is conducting assessments of all receiving schools to identify priority improvements before the 2008-09 school year.

Is the receiving school ready for more students?

The consolidated Browne-Young will have space to accommodate the 239 PK-5 students currently at Gibbs. Miner will have over 100 seats available with the move of the 6th grade to middle school.

What will happen to class size at receiving schools?

All schools are expected to adhere to the policies set forth in the Washington Teachers Union contract with DCPS. The contract outlines the policies related to the working conditions of teachers that stipulate the acceptable class size. A copy of the contract can be found on the DCPS website at www.k12.dc.us.

What will happen to the building after it is vacated?

We intend to use buildings for the benefit of our city, supporting educational needs first. For example, a school property could be used to house an early childhood or adult education program, a student and family health center, or another city agency. Should any building have an interim period during which it is not in use, we fully intend to take the reasonable steps to secure and protect city properties. The Mayor has no plans to sell the property or allow it to fall into disrepair or unmonitored use.

How will closing the building save money? How much money will be saved?

When we operate a school building, regardless of how many students there are in that school, we pay certain "fixed costs," such as utilities and the cost of a principal. By keeping open two buildings that are under-enrolled we are

spending that money in both of those buildings, when the students could all be accommodated in one. That means less money to go towards teachers and programming. In the case of Gibbs, our annual fixed costs are \$605,000.

How will this affect the feeder patterns in my community?

As part of this reorganization, we intend to implement the proposal in the Master Education Plan that calls for building feeder patterns around elementary schools. Moving forward, all students who attend a particular elementary school – whether they are in boundary or out of boundary – will be assigned to the same middle and high schools by virtue of having attended that elementary school. Families will continue to have the opportunity to apply to out-of-boundary schools. In the case of Browne-Young, students will stay in that school through the eighth grade. No additional middle school students will be assigned to Browne-Young.

How will this affect the school boundaries in my community?

For the 2008-09 school year we will institute an interim boundary policy. Students attending a school proposed for closure (whether the student is currently in-boundary or out-of-boundary) will be assigned one or more schools of right nearby. These students will also have preference in the out-of-boundary (OOB) lottery for the 2008-09 school year. Students will be expected to pre-register in the spring to reserve a spot at their new school, when relevant.

The chart below explains what the interim 2008-09 policy will be for students currently attending Gibbs and for students currently living in its boundary but not attending the school.

IN BOUNDARY AND CURRENTLY ATTENDING	IN BOUNDARY AND NOT CURRENTLY ATTENDING	OUT OF BOUNDARY AND CURRENTLY ATTENDING
<ul style="list-style-type: none">• Guaranteed spot at Browne-Young• Preference in OOB lottery	<ul style="list-style-type: none">• Guaranteed spot at Browne-Young	<ul style="list-style-type: none">• Guaranteed spot at Browne-Young• Preference in OOB lottery• Guaranteed spot at current neighborhood school

New elementary school boundaries will be developed across the city and will go into effect for the 2009-10 school year. When the new boundaries go into effect in 2009, all students attending a school – whether from in or out of boundary – may continue to attend that school for as long as they wish.

Why are higher performing schools slated for closure over lower performing schools?

The school reorganization plan was developed as a comprehensive plan that considers the needs and impact of not only the local school, but schools within the surrounding cluster, feeder pattern, and system as a whole. Thus, program performance was not by itself a factor for determining the best use of a school facility. Where there are successful programs or partnerships that support strong academic performance, the Chancellor will seek to maintain that high performance by moving the stronger program and resources to a receiving school, thereby benefiting a greater number of students.

How will DCPS address the issue of turf wars when you put different communities into one school?

While this has not been raised as a significant issue for Gibbs, DCPS will work to ensure that the receiving school communities, including the students, staff, and parents, are integrated effectively and that the communities have opportunities to meet with and engage each other. Planning for the consolidation will begin immediately.

This plan changes the traffic and walking patterns for my family - we will now have to cross very busy intersections and this poses a major safety concern. How will DCPS address this safety issue?

Most Gibbs students live near either Miner or Young elementary schools. We will work closely with the Department of Transportation to ensure that busy streets and intersections have the appropriate speed controls and school crossing guards.

Were walkability and traffic studies conducted?

Walkability and traffic issues, including street and geographic boundaries that created isolation problems for some schools, were considered thoroughly. Every effort was made to ensure that walkability for neighborhood elementary schools was maintained with this proposal.

Will transportation be provided for students from the schools that will be closed?

At this time, we are not considering transportation for students from Gibbs. We believe that sufficient walkability has been preserved.

Will there be another round of school closings?

We have no plans at this time to conduct another round of school closings. As part of ongoing educational planning, however, the administration will continually analyze the organization of the school system and the usage of facility resources to ensure that we are making the best educational opportunities available to all District students.

Will the students affected by these closing be exempt from future closings?

Every effort is being made to ensure that students experience as little disruption as possible, including minimizing the number of school moves that a child experiences as he or she matriculates through the system.

Why wasn't the community consulted earlier in this process?

Both the Master Education Plan and the Master Facilities Plan, developed through extensive community engagement, recommended and planned for school closures and consolidations. The Chancellor's plan builds upon those earlier recommendations, utilizing up-to-date analysis and data, as well as months of engagement with parents, community members, and other stakeholders to identify the needs of the school system and the best path for moving forward. It is important to reiterate that this is a proposed plan. Before any final decision is made by the Chancellor or Mayor, the proposed plan will have been vetted through three rounds of facilitated community meetings held in December and January and a series of special community meetings on January 17. This process was developed with the intention of providing an opportunity for the community to weigh in on the proposed plan and to raise any concerns or issues that may have been overlooked.

How will DCPS involve parents and the community moving forward?

We believe it is extremely important to have consistent dialogue with the community as an ongoing practice, but particularly as we move forward with this process. The input that parents and the community have shared during these community meetings, including input that will be shared at the special community meetings to be held on January 17, will inform a final plan to be recommended by the Chancellor to the Mayor by the end of January. The final plan will be posted on the DCPS and DC.GOV websites and available at all schools.

Hine Middle School

Over the past month, Chancellor Rhee, Deputy Mayor Reinoso, and their staff have listened to the questions and concerns shared by the community regarding the proposed reorganization plan. The questions and concerns of the Hine community have been taken seriously, and below are detailed responses to the issues raised.

Why this school?

Although Hine did not meet the primary criterion of low enrollment described below, it has experienced a 44% five-year enrollment decline, well above the 29% median for middle/junior high schools. The consolidation of Hine and Eliot was planned in the 2006 Master Facilities Plan. While Hine is very convenient to the Metro, Eliot's site has more green space and other amenities, including proximity to Eastern SHS, which make it ideal for a middle school program.

What data were used to make this recommendation?

The primary analysis focused on enrollment data at all schools – schools that had both a consistently declining enrollment greater than most other schools and an overall enrollment that was lower than most other schools were identified for closure or consolidation. A second level of analysis was then applied to those schools that considered student growth projections, isolation and geographic factors, walkability issues, characteristics of likely receiving schools, and overall impact to the neighborhood, surrounding school cluster, and DCPS system as a whole.

With respect to Hine, the sharp decline in enrollment coupled with the fact that very few neighborhood students were choosing Hine indicated that a new middle school option needed to be made available to parents in Ward 6. While the surrounding neighborhood is experiencing growth in school-age children, overall Ward 6 middle schools are significantly underenrolled. Consolidating Hine with Eliot will ensure that the new middle school is able to offer a comprehensive middle grade program for the students. The Hine facility is also in poor condition and suffers from a lack of green space that is enjoyed by other area middle schools.

What other options have been considered?

Ward 6 is served by three middle schools – Jefferson, Hine, and Eliot – as well as Stuart-Hobson in the Capitol Hill cluster. Some students also attend Browne in Ward 5. Of the three main middle schools, closing Hine creates the least negative impact to the community. Eliot and Jefferson are more attractive options because of their proximity to other school programs and substantial green space.

What will happen to existing successful programs?

Over the years, many schools have developed unique components of their program that have made the school a positive learning environment. The Chancellor and her team will work hard to preserve these program elements and strive to build upon them in the new school environments. Schools have also spent time and effort to cultivate community partnerships that have produced a variety of educational benefits to students. We want to maintain these relationships and find ways in which we can continue these partnerships.

How will this plan improve the learning environment?

By focusing more resources on fewer schools, we will be better able to support academic achievement. This plan will allow schools to receive the staff and resources they need to better serve students. For example, Hine currently has funding for only a part-time art teacher and part-time librarian, and no funding for a physical education teacher. Added resources will allow schools to hire full-time art, music, and physical education teachers. Schools will also be able to hire the appropriate clinicians and practitioners, like social workers and psychologists, to serve and support students and their families.

What will happen to special education programs in my school?

We are committed to ensuring that students with special needs are effectively served in a new environment. In all cases we will work with families of students with special needs to ensure that all IEP requirements are met and that children and their caregivers are comfortable with their new placement.

How does the restructuring process affect the school closure and reorganization proposal?

The NCLB restructuring process does not affect the school closure proposal. Twenty-seven DCPS schools, including Eliot, were identified under NCLB as in need of restructuring. Those schools in restructuring are currently in the quality review process to determine what fundamental programmatic changes need to be made to ensure high quality instruction and results. Restructuring schools are going to receive aggressive and targeted interventions designed to have an immediate affect on student achievement and school environment.

How will the new programs be implemented and what will they look like?

Acknowledging the different needs of each school, implementation strategies for new programs will have to be developed at the school level and with parent input. Once a final program decision is made, a team of stakeholders, including central office staff, school level staff, and parents will consider options and develop a timeline for moving forward. Implementation of a program will include a clear timeline for phasing in the program, professional development for staff, and appropriate resources for students and classrooms.

Will schools with new programs still be neighborhood schools?

Yes. While some new programs will serve both neighborhood students and draw students from across the city, receiving schools will continue to be the school of right or neighborhood school for the corresponding neighborhoods.

Will DCPS central offices move to save money?

In an effort to utilize our resources efficiently and effectively, we are exploring ways in which we can save money without affecting the quality of education provided to students. This definitely includes the possibility of moving the central administration offices.

What will happen to teachers and staff?

With the normal annual attrition we expect to make these decisions related to the reorganization plan without significant staffing decreases. Once a final decision has been made as to which schools are closing, the Chancellor can begin to make staffing decisions. In cases where strong teams have demonstrated good results, we will work to keep that team together. In addition, staff will have the opportunity to consider new placements or new roles of interest to them within DCPS, according to the transfer rights of their respective contracts. We will ensure all staff are notified of changes before the end of the school year.

What facility improvements will be made to the receiving schools before the start of school?

The Office of Public Education Facilities Modernization is conducting assessments of all receiving schools to identify priority improvements before the 2008-09 school year.

Is the receiving school ready for more students?

Eliot has the capacity to accommodate 850 students and currently serves 155 seventh and eighth graders. It will have ample capacity to accommodate Hine's 151 rising eighth graders, in addition to full classes of sixth and seventh graders from neighboring elementary schools. In addition, Jefferson has significant capacity, offering current Hine students a second option.

What will happen to class size at receiving schools?

All schools are expected to adhere to the policies set forth in the Washington Teachers Union contract with DCPS. The contract outlines the policies related to the working conditions of teachers that stipulate the acceptable class size. A copy of the contract can be found on the DCPS website at www.k12.dc.us.

What will happen to the building after it is vacated?

We intend to use buildings for the benefit of our city, supporting educational needs first. For example, a school property could be used to house an early childhood or adult education program, a student and family health center, or another city agency. Should any building have an interim period during which it is not in use, we fully intend to take the reasonable steps to secure and protect

city properties. The Mayor has no plans to sell the property or allow it to fall into disrepair or unmonitored use.

How will closing the building save money? How much money will be saved?

When we operate a school building, regardless of how many students there are in that school, we pay certain “fixed costs,” such as utilities and the cost of a principal. By keeping open two buildings that are under-enrolled (Hine is at 37% capacity and Eliot is at 18% - albeit both without sixth graders) we are spending that money in both of those buildings, when the students could all be accommodated in one. That means less money to go towards teachers and programming. In the case of Hine, our annual fixed costs are \$1,000,000.

How will this affect the feeder patterns in my community?

As part of this reorganization, we intend to implement the proposal in the Master Education Plan that calls for building feeder patterns around elementary schools. Moving forward, all students who attend a particular elementary school - whether they are in boundary or out of boundary - will be assigned to the same middle and high schools by virtue of having attended that elementary school. Elementary schools in Ward 6 will no longer have 6th graders; 6th graders will be assigned to middle schools. Families will continue to have the opportunity to apply to out-of-boundary schools.

How will this affect the school boundaries in my community?

For the 2008-09 school year we will institute an interim boundary policy. Students attending a school proposed for closure (whether the student is currently in-boundary or out-of-boundary) will be assigned one or more schools of right nearby. These students will also have preference in the out-of-boundary (OOB) lottery for the 2008-09 school year. Students will be expected to pre-register in the spring to reserve a spot at their new school, when relevant.

The chart below explains what the interim 2008-09 policy will be for students currently attending Hine and for students currently living in its boundary but not attending the school.

IN BOUNDARY AND CURRENTLY ATTENDING	IN BOUNDARY AND NOT CURRENTLY ATTENDING	OUT OF BOUNDARY AND CURRENTLY ATTENDING
<ul style="list-style-type: none">• Guaranteed spot at Eliot or Jefferson• Preference in OOB lottery	<ul style="list-style-type: none">• Guaranteed spot at Eliot or Jefferson	<ul style="list-style-type: none">• Guaranteed spot at Eliot or Jefferson• Preference in OOB lottery• Guaranteed spot at current neighborhood school

New elementary school boundaries will be developed across the city and will go into effect for the 2009-10 school year. When the new boundaries go into effect in 2009, all students attending a school – whether from in or out of boundary – may continue to attend that school for as long as they wish.

Why are higher performing schools slated for closure over lower performing schools?

The school reorganization plan was developed as a comprehensive plan that considers the needs and impact of not only the local school, but schools within the surrounding cluster, feeder pattern, and system as a whole. Thus, program performance was not by itself a factor for determining the best use of a school facility. Where there are successful programs or partnerships that support strong academic performance, the Chancellor will seek to maintain that high performance by moving the stronger program and resources to a receiving school, thereby benefiting a greater number of students.

How will DCPS address the issue of turf wars when you put different communities into one school?

DCPS will work to ensure that the receiving school communities, including the students, staff, and parents, are integrated effectively and that the communities have opportunities to meet with and engage each other. Planning for the consolidation will begin immediately.

Were walkability and traffic studies conducted?

Walkability and traffic issues, including street and geographic boundaries that created isolation problems for some schools, were considered thoroughly. Because Hine serves middle grade students, walkability was not considered to be a significant issue.

Will there be another round of school closings?

We have no plans at this time to conduct another round of school closings. As part of ongoing educational planning, however, the administration will continually analyze the organization of the school system and the usage of facility resources to ensure that we are making the best educational opportunities available to all District students.

Will the students affected by these closing be exempt from future closings?

Every effort is being made to ensure that students experience as little disruption as possible, including minimizing the number of school moves that a child experiences as he or she matriculates through the system.

Why wasn't the community consulted earlier in this process?

Both the Master Education Plan and the Master Facilities Plan, developed through extensive community engagement, recommended and planned for school closures and consolidations. The Chancellor's plan builds upon those earlier recommendations, utilizing up-to-date analysis and data, as well as

months of engagement with parents, community members, and other stakeholders to identify the needs of the school system and the best path for moving forward. It is important to reiterate that this is a proposed plan. Before any final decision is made by the Chancellor or Mayor, the proposed plan will have been vetted through three rounds of facilitated community meetings held in December and January and a series of special community meetings on January 17. This process was developed with the intention of providing an opportunity for the community to weigh in on the proposed plan and to raise any concerns or issues that may have been overlooked.

How will DCPS involve parents and the community moving forward?

We believe it is extremely important to have consistent dialogue with the community as an ongoing practice, but particularly as we move forward with this process. The input that parents and the community have shared during these community meetings, including input shared at the special community meetings held on January 17, will inform a final plan to be recommended by the Chancellor to the Mayor by the end of January. The final plan will be posted on the DCPS and DC.GOV websites and available at all schools.